

Cardinal Stritch University

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Stritch Magazine

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Summer 2002

Stritch Magazine (Summer 2002)

Cardinal Stritch University

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A hand holding a balance scale against a red-to-yellow gradient background. The left pan contains an olive branch, and the right pan contains a white dove. The scale is balanced.

STITCH

Summer 2002
MAGAZINE

**Restorative Justice:
repairing the damage,
restoring hope,
finding peace**

**First-year teaching –
learning that it's
never 'just a job'**

**Moving from grief:
writing assignment
turns into a book**

STRITCH

MAGAZINE

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Letters may be published in a future issue of Stritch Magazine unless "not for publication" is written directly on the letter. The editorial staff may edit letters for clarity and brevity.

Dear Friends and Colleagues,

The spring term is over and summer is here. And what a semester it has been! Our achievements have been numerous, and we are moving forward in ways that bring me great satisfaction and pride. This issue of Stritch magazine details many of our stellar accomplishments.

Over the last several months, Cardinal Stritch University has been the recipient of several wonderfully generous gifts and grants, all of which help us advance our mission: to transform lives through value-centered education. These include an \$800,000 federal appropriations grant to fund programs in teaching and nursing, a \$100,000 anonymous donation to establish an endowed scholarship in history, and a \$50,000 grant from Lilly Endowment Inc. for plans on nurturing a new generation of religiously committed leaders. We are deeply grateful to all who have helped us achieve this much needed funding.

National honors have been captured by several members of the Stritch family, including Lara Gruczynski, '01, and Brian Koehler, '02, who won awards for writing and theater design, respectively, and Linda Roberts, a current College of Education master's student who received a Presidential Award in Excellence for teaching. A student in one of our continuing education writing programs, Diane Kaimann, wrote a small piece on the pain of widowhood and the difficult journey moving forward as part of a class project. With the support of her instructor and classmates, she turned it into a book that was published not long thereafter.

Our women's basketball team made us all very proud by making it to the national tournament this year, and Denny Fox, our men's basketball coach and athletic director achieved a wonderful milestone by scoring his 400th career victory. Our campus chapter of Students in Free Enterprise also deserves kudos for winning their regional competition for the second time in two years.

We are saying good-bye to two very valuable, longtime members of the campus community, Dr. Dickson Smith, dean of the College of Arts and Sciences, and his wife, College of Education faculty member Dr. Susan Sperry Smith. And we



are adding some very talented new ones, including Dr. Gary Ross, the new dean of the College of Business and Management and Susan Adam, our new campus minister.

Our students and faculty continue to be involved in important endeavors in the community, including the Community Conferencing Program of the Milwaukee County district attorney's office. This program is a form of what is known as restorative justice, which looks at crime and criminality from a very nontraditional angle. By bringing together offenders, crime victims and community members, solutions are worked out that, in many cases, are an alternative to jail and in all cases focus heavily on healing the parties involved. It is a program that truly illustrates our Franciscan values of sharing compassion, peacemaking and creating a caring community.

We also have a look in this magazine at the trials and accomplishments of several first-year teachers. As the story shows, teaching is always much more than "just a job," and in the beginning, it's not always easy. But these Stritch graduates note that it's a career second to none in personal rewards, carrying the deep satisfaction of knowing they can truly affect young lives.

As always, I thank you for your continued interest in and support of Stritch, and I wish you a peaceful, pleasant and blessed summer.

Sincerely,

A handwritten signature in dark ink, reading "Sister Mary Lea Schneider". The signature is fluid and cursive, with a small flourish at the end.

Sister Mary Lea Schneider
Stritch President

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ON THE COVER:

An olive branch and a dove symbolize peace, which is the goal of restorative justice. This alternative to the traditional criminal justice system brings together victims, offenders and members of the community to work out thoughtful and creative ways to repair damage and restore healing to all involved. The cover was photographed by Peter Galante, associate professor of art and Stritch creative director.

FootPRINTS

\$800,000 received for programs in nursing, teaching

To help address the urgent need for more teachers and nurses in the Greater Milwaukee area and the state, Stritch recently received a congressionally authorized grant of \$800,000.

The money will allow the University to expand new and existing programs that address workforce-development needs. Specifically, the programs to be funded are Stritch's School-to-Profession partnership with Pulaski High School and the University's new Aurora partnership.

Funding, contained in the 2002 spending bill for the Departments of Labor, Health and Human Services, and Education, was secured through the efforts of Wisconsin Senator Herb Kohl and Congressman Tom Barrett.

The Pulaski program, which began in the fall of 1998, encourages urban high school juniors and seniors to consider education as a career. Stritch instructors teach students at Pulaski, where they can earn college credits toward a teaching degree. The Pulaski students also get classroom experience tutoring younger children.

The program's goal is to increase the number of qualified teachers, especially minorities, in urban schools. To date, a majority of the high school graduates from the program have enrolled at Stritch to seek a teaching degree.

The Aurora partnership, which will start this summer, will allow certified nursing assistants working for Aurora to get an associate of science degree in nursing in three years. (See story on page 8.)

"These projects are a great use of federal funds because they truly make an investment in our future," Kohl said in announcing the appropriations.

"I am proud to help bring this grant to Stritch," Barrett said. "Shortages within our teaching and nursing ranks pose serious threats to our education and health care systems. Using federal funds for programs that increase recruitment in these critical professions represents a responsible use of taxpayer money."

Sister Mary Lea Schneider, Stritch president, said the funding would allow Stritch to go forward in creative ways with endeavors that are key to the mission of the University.

"If we are to remain committed to truly transforming lives through value-centered education, inventive programs such as these – which really have the potential to change lives – are essential," she said. "We are delighted that Congress agreed with us and saw fit to grant us this much-needed and important funding."

Stritch gets \$50,000 planning grant

Stritch has received a \$50,000 planning grant from Lilly Endowment Inc. to complete a proposal on nurturing a new generation of religiously committed leaders.

The money was awarded through the Endowment's Programs for the Theological Exploration of Vocation 2002. Institutions awarded planning grants are invited to submit follow-up implementation proposals. Subsequent funding would allow Stritch to develop programs that would encourage students to consider the ministry, either as ordained or lay leaders, and to include service to others in whatever vocation they choose.

"As a Franciscan Catholic institution of higher education, we are well poised to encourage our students to explore meaning in their work, reflect on faith commitments and consider careers of service to others," said Sister Mary Lea Schneider, Stritch president. "We are extremely grateful to Lilly Endowment for giving us the opportunity to explore expanding our capacity to help students discover, nurture and deepen their sense of vocation."

"The overriding purpose of this effort is to meet the needs of Greater Milwaukee as well as our students, who can bring together all the aspects of their lives through a larger vision of commitment and service."

New campus minister eager to start

Susan Adam has been named Stritch's new campus minister, filling a position that was vacated last year when Father James Lobacz became director of mission effectiveness. Currently the director of the St. Thomas More Catholic Newman Center at Washington State University in Pullman, Wash., Adam will start Aug. 1.

The campus minister, part of a three-person ecumenical team, is responsible for spiritual programs and student leadership development, recruits students for and helps coordinate social-justice and service programs and service trips.

"I've already started working on ideas with Father Jim for some retreats, including a Franciscan retreat for freshmen," Adam said.

Adam has a bachelor's degree in elementary education from the College of St. Benedict and is working on completing a master's in pastoral ministry. At Pullman's Newman Center, her duties include faith formation, sacramental preparation, liturgical music and leadership training. She also is involved in public relations, fund-raising and grant writing.



"I've done the full spectrum of spiritual development, from teaching pre-school through adults and now working with young adults," Adam said. "It's rewarding to see youth discover themselves and their faith."

SIFE wins regional again

The Stritch chapter of Students in Free Enterprise (SIFE), a campus organization that promotes free enterprise and business education, won the regional SIFE competition in Chicago, April 7-8, for the second time in two years.

As part of the competition, each team developed a variety of educational programs for students, small business owners and the community. The programs were chronicled in an annual report, and a live presentation was given to a panel of business experts.

By winning the regional competition, the team was invited to compete in the national competition May 12-15 in Kansas City. But they could not attend because of a conflict with final exams and members leaving for their homes.

The eight-person team was made up of representatives from six different countries, including: Jim Aitchison and Lisa Keehn (United States); Joo-Young Park (South Korea); Yaa Boakye and Wola Asase (Ghana); Kajal Shah (India); Lars Glossner (Germany); and Adriana Correa (Brazil).

"It's been a great experience," said Aitchison, a senior business major and president of SIFE. "Since only two of us were American, there was a lot of interaction with people from other cultures, and we depended on each other."

Peacemaker Awards

The third-annual Martin Luther King Jr. Peacemaker Awards ceremony was held Feb. 26 in the Student Union. The awards are given by the Multicultural Relations office to individuals in recognition of their continuing efforts to further King's dream.

Recipients were, below, starting second from left, Paula Friedman, assistant professor of English; Sister Camille Kliebhan, chancellor at Stritch; and Cindy Meyer, an elementary education major. Virgil Cameron, below left, received the award for his father, Dr. James Cameron, a community leader and founder of America's Black Holocaust Museum.



A journey from anguish to hope

By Linda Steiner

When Diane Kaimann's husband, Dick, died suddenly while they were on a vacation in Hawaii in January of 1999, her world fell apart.

How could she go on without him? They were still in the prime of their lives, and they were so much in love. How could she face life as a single person again? And what would she do during those endless hours, days, weeks alone?

One thing she did, during the summer of 1999, was to enroll in a six-week creative writing course through Continuing Education at Stritch. It started out as a means to help her fill the empty time. With the loving encouragement of her classmates and concrete help from her teacher, Susan Skibba, she ended up writing a book.



Susan Skibba

"Common Threads: Nine Widows' Journeys Through Love, Loss and Healing" was published this February. It is the story of Kaimann's journey from anguish to hope after her husband's death, interwoven with stories from eight other women who traveled the same path.

Skibba, a Stritch alum who has been teaching in Stritch's Continuing Education department for 10 years, said Kaimann's tale of moving from a depleted widow to a published author in three years is nothing short of amazing. Although Kaimann had worked on her high school newspaper, taken creative writing in college, and had taught journalism for a time, she had never been published.

"We were all shocked," Skibba said. "She did not come to class thinking she'd write a book. It was more a therapy thing. ... But it's a very moving book. She's writing about what she knows. It's beautifully written, and she had the drive to make it happen. ... When she found a publisher, I don't know who was more excited, her or me!"

It all started when Skibba assigned the class of five women to write a character sketch. Kaimann wrote about an incident involving a woman who had lost her husband 21 days earlier, crafting it in the third person. But when it was her turn to read her piece aloud in class, she could not finish. She admitted the story was hers, and another woman read it for her. Everyone in the class wept. For the second assignment, Kaimann wrote a vignette about a dinner party at her home, where several widows gathered to share their feelings of commonality and hope. She said the party became symbolic of her return to life. Again, the class responded with great encouragement and told her she simply had to write a book.

"They told me, 'You must write this. This is a book for everyone who's ever had a loss or ever will.' They said, 'You're such a good writer, and you have a story to tell.'"

"That really was the catalyst, the impetus for the book."

Kaimann said Skibba's class was very structured and offered a lot of practical information on writing, editing and publishing.

"It allows people to try things they haven't tried before. It's about encouragement, suggestions," Skibba said. "I tell them I'm a friendly editor and the class will be friendly, too. They don't have to worry about grades; I'm not here to rip them apart."

In fact, Skibba helped Kaimann structure the book, which intersperses the other women's tales with chapters that comprise Kaimann's own, and assisted her in the writing process for about four or five months after the class ended. A friend of Kaimann and Skibba did illustrations for the book, which ultimately took Kaimann about 10 months to finish writing.

She found a publisher through a friend of Earl A. Grollman, author of "Living When a Loved One has Died." Grollman had a connection with Baywood Publishing company, Inc., of Amityville, N.Y., a firm that deals mostly with academic textbooks that eventually published "Common Threads."

Grollman says in an introduction to the book that, as an author in the field of death and dying for 30 years, he has received many manuscripts. "To my great joy," he writes, "I found Diane Kaimann's 'Common Threads' to be a riveting and compelling read ... (that) wraps its arms around the reader and says, 'We understand.'"

"This book can touch people, even those who haven't lost a spouse," Skibba said. "It can be loss suffered in a divorce, a breakup. It's about dealing with loss, yet it's very uplifting. It's about moving on."

Kaimann said the entire experience of attending Skibba's class, getting so much encouragement from her classmates and becoming a published author is an example of *bishev*, a Yiddish term for "It was meant to be."

"There's a quote in the book, 'God has a way of putting in our path exactly what we need when we need it.' Those women in the class were wonderful, they were just great." In her acknowledgments, Kaimann thanks Skibba and the Creative

Writing Class, who "told me I should, said I could and helped me decide I would write this book."

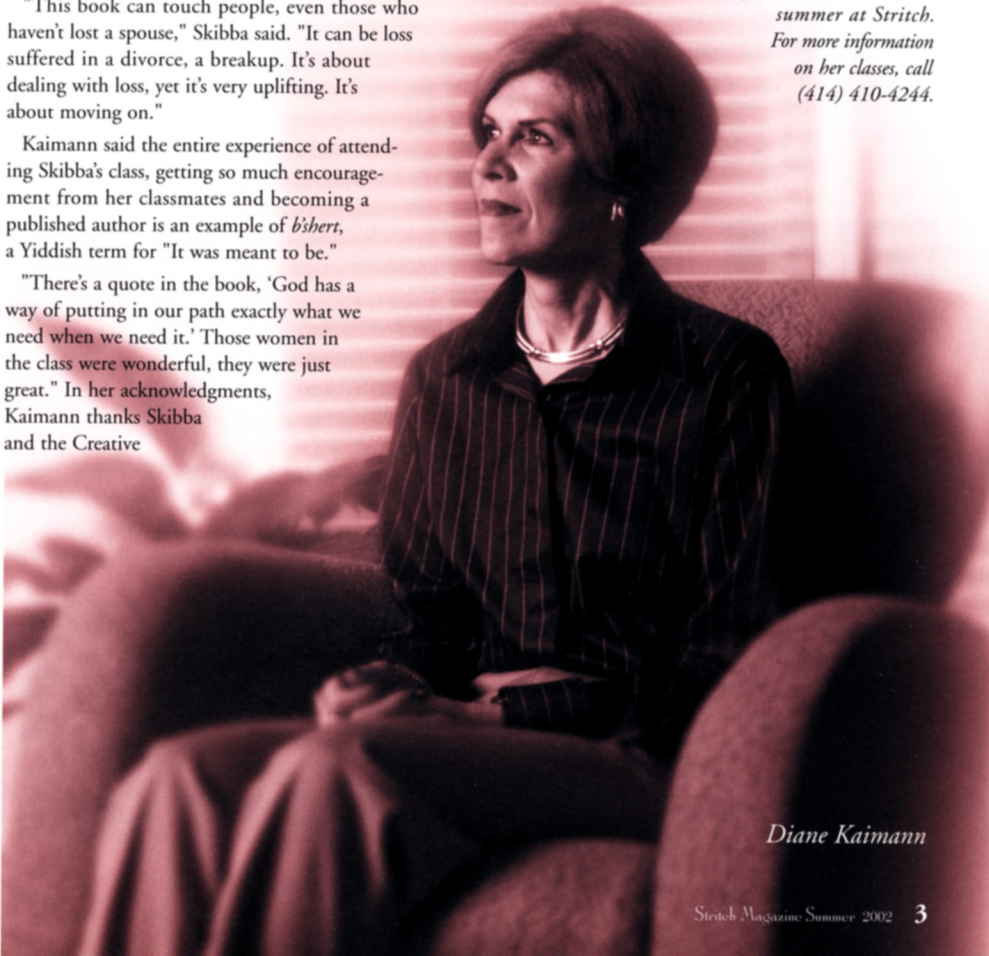
Kaimann said it's humbling and gratifying — and still a little surprising — to see her name on the front of a book. She has done a book tour and appeared on TV promoting her work. "When I'm introduced as 'the author,' I look around: Where's the author? Oh, it's me!" she said with a laugh.

Kaimann is deeply grateful that she can laugh again and that she, as well as the eight other women in "Common Threads," have found ways to move from the abyss of grief to feelings of connection and purpose in their lives. These are the themes that run throughout the book.

"I like to think the book is universal and timeless," she said. "It's very much in the genre of 'Tuesdays with Morrie.' It's predicated on death, but it's about life, challenge, healing and growth ... I hope it will help a lot of people. If it moves just one mourner to say, 'If they can make it, so can I,' or one friend to say 'Today I'll go and be with my friend who is so alone,' then the book will have succeeded."

"Common Threads" is available at Borders Books and Music and Harry W. Schwartz Bookshops as well as through Amazon.com and Baywood Publishers, (800) 638-7819. Susan Skibba will teach an advanced writing workshop and a course on writing children's literature this

summer at Stritch. For more information on her classes, call (414) 410-4244.



Diane Kaimann

New bachelor's program starting in sports management

Stritch will begin offering a new major this fall in sports management, the only undergraduate program of its type in the region.

"It's a good marriage between understanding athletics and having a sound business sense," said Barbara Fischer, chair of the Department of Business and Economics, who helped create the program. "In this day and age, almost any endeavor in the field of athletics can really be enhanced by acquiring management and business skills."

The four-year bachelor's degree is for individuals who want to work in a variety of athletics-related areas. Those range from coaching and fitness training to sports marketing, merchandising or public relations; running an athletic club; or working with a professional or semi-professional team in a number of capacities.

It's an area much in demand. An estimate done in 1991, the most recent year for which statistics were available, showed about 4.5 million sports jobs at all levels in the United States. In a nationwide career survey of the class of 2002, athletics/coaching ranked 10th most popular.

Stritch's program will offer a blend of general-management skills and those specific to manag-

ing sports organizations. It will include traditional classes such as accounting and statistics as well as courses such as motivation and leadership in sports, sports law, and sociological issues in sports.

"For example, we'll examine why sports is so important to society, issues of competitiveness, how sports affects behavior," Fischer said. "There also will be a strong emphasis on understanding the financial aspects of sports."

"All organizations are expected to do more for less these days, and, in many cases, particularly in schools or not-for-profits, people are chasing the same dollars," Fischer said. "So there is a much greater emphasis on financial accountability, fund-raising, how resources are used. In any area of sports, you just can't do a complete job without understanding the financial impacts."

The program also stresses leadership and ethics. "We'll look at dealing with endorsements, do you take special discounts ... And students will develop practical leadership abilities, so they'll know how to motivate others to achieve their goals."

"We think this program will meet a real need for professionally trained administrators in the broad area of sports," she said. "And it should be fun!"



John Pfaffl, sports information director and assistant women's basketball coach, gives pointers to Jessica Scheper. Coaching is just one of the many opportunities students in the new sports management degree program can pursue.

National honors for 2 from Stritch



Lara Gruczynski

Lara Gruczynski, '01, and Brian Koehler, '02, were honored recently with national awards for writing and theater design, respectively.

Gruczynski, a communications major, was awarded first- and second-place prizes for creative writing by Delta Epsilon Sigma, the national scholastic honor society for Catholic colleges and universities.

Her poem, "Bottom of the Ninth," received a \$500 first prize award and will be published in an upcoming edition of the Delta Epsilon Sigma Journal. Her prose piece, "All a Body Can Do,"

received a \$250 second place award.

This was the first national award for Gruczynski, who said she often participates in writing competitions. "It motivated me to keep trying, and even though I'm going into political science (for a master's degree), I'm going to keep writing," she said.

Koehler received the W. Oren Parker Award for Scene Design from the United States Institute for

Theatre Technology, Inc., in recognition of his work on Stritch's fall 2001 production of "Dracula." The award is given annually to one undergraduate. Nominees were judged on criteria including compositional skill, graphics ability, working with the director, effective use of resources, research and personnel management.

"I was totally surprised by it," said Koehler, an art illustration and theatre double major. "I tend to be critical of my own work, and I was somewhat happy with the design I did for 'Dracula,' so the award was affirming."



Brian Koehler



In his five years at Stritch, Koehler worked on 18 shows, designing and performing. He said he particularly enjoys the research and painstaking work involved in designing sets.

"With 'Dracula,' I put a lot more research into it, looking at the folklore and literature; it adds nuance to the design," he said. "I try to find the nuances for each show, to make the design something more than ordinary."

GARY ROSS IS NEW DEAN OF CBM

By Linda Steiner



Dr. Gary Ross became dean of the College of Business and Management May 13, succeeding Dr. Art Wasserman, who retired last year.

Ross, who holds a Ph.D. in strategy and organizational theory from the University of Kentucky, comes to Stritch from Barat College of DePaul University, in Lake Forest, Ill. There he was the program director and an associate professor of business.

He is a former dean of Barat's School of Business and has been an adjunct instructor at Edgewood College, in Madison, at Marquette University, and at UW-Madison. His professional background is in banking and finance, and he has extensive experience in consulting.

Ross said heading a college with non-traditional programs for working adults is a perfect fit for him. "I've been an advocate for adult education ever since I got my first master's degree (in business administration from UW-Madison), where I learned first-hand how a university should not treat adult students," he said with a chuckle. Ross was working 70 hours a week at the time and juggling school. He said few land-grant institutions such as UW — where he also earned a bachelor of science in secondary education and a master of science in business management — really cater to adult students as they should. "They're essentially 9-to-5 colleges, and God help you if anything happens on the weekend!"

In part because of his personal experiences, Ross said making a real commitment to adult learners is one of his primary goals at Stritch. That means dropping in on classes to get a real sense of what's going on, "jumping in the Honda and going to visit (CBM's various sites), to hear what people have to say." He also would like to see administrators who are in a position to really help adult students be

around the campuses at night, and to establish an ombuds person dedicated to assisting all of Stritch's adult students.

"(These things have) an invigorating effect on students," he said. "The adult population does not need to be stroked, but they need to know that people care."

Ross said he sees the role of CBM dean almost as much external as internal. "We need to raise the visibility of CBM in the community, to be very active in the community, and to ask people, 'What can Cardinal Stritch University do for you?'" he said. Involvement can run the gamut from him sitting on boards and becoming involved in community activities to encouraging CBM students to volunteer at charitable organizations. He likes CBM's on-site, employer-sponsored educational programs and hopes the college can do more of them, through various corporations or perhaps through trade associations.

The new dean is encouraged by what he sees as the University's responsiveness to changing educational needs and willingness to be entrepreneurial. It's a part of Stritch's history, "and it's important to make sure people understand we will continue to do that," he said.

Ross's personal style is congenial and open. "People don't work for me, they work with me," he said. "I want to be as involved as I can be with them."

One of his first charges was to "get rid of the conference table and put in some couches (in his office)... I'm a squirrel. I hate being in the office, and I abhor meetings where people sit and stare and wonder 'Why are we here?' I want to be out and about, to see what's going on.

"I don't see the dean as being regal," Ross said. "I see the dean as someone who can help people get things done. I believe in letting

people do their jobs. I'm not a micromanager. I'll have trust and confidence in them as long as they have trust and confidence in me."

Although Ross attended secular universities he has always taught at Catholic institutions. He said he has a deep respect particularly for sister-sponsored institutions such as Stritch and an appreciation for how the Franciscan values on which it is based can be carried out. "Without hammering it into people, those types of things need to be brought into class, in an intentional but non-threatening manner," he said. "It can be as simple as how you treat your students, or how you handle a class. You maintain academic rigor, but you understand the student who has a sick child. Or it's how you deal with conflict in a class, making sure things that are trivial do not create tension in classes."

Coming to Stritch is a coming home of sorts for Ross and his wife, Carol, who grew up in Whitefish Bay. The couple own land in northern Wisconsin near Lac du Flambeau and have always loved the state.

When he's not working, Ross likes to golf, a game he has played since he was 6, and describes himself as a voracious reader. He is working on a "fictional autobiographical novel," called "The Dissertation Murders."

"It's pretty dark, a black-humor type of book," he said. He's only finished four chapters, but has high hopes of finishing it "sometime before I die!"

He also collects Teddy bears. A nickname, "Garebear," stems from the collection and his slightly bearish countenance. "Fortunately," he said with a laugh, "there's little growl here. My colleagues know I'm more 'Teddy' than 'bear.'"

COLLEGE of Business & Management

Capstone spurs dozens to return to programs

November, December and January were whirlwind months for Amy Foster, CBM re-entry specialist. After notifying about 300 former Milwaukee-area students of a change from a thesis to a final capstone course in the MBA and master of science in management programs, she processed about 120 applications for re-entry from individuals one or two steps shy of graduating.

Typically, she processes about 12 applications a month.

"Students like the thought of having a firm end date," Foster said. With the thesis, they could apply for extensions, so some were working on their paper for a year or more after finishing coursework. The capstone is a 12-week course with a paper due at the end. No extensions are allowed.

Almost 100 of the 120 students who reapplied graduated in May. Another surge of applications is expected in Minnesota when that campus also hires a full-time re-entry specialist. The position was created in Milwaukee in January 2001 on a trial basis and has evolved into a full-time job for Foster.

2 specialists hired for business outreach

A continued increase in students has led the College of Business and Management to hire full-time corporate education specialists in Milwaukee and Minnesota. They were brought on board to reach out to businesses and assist the admissions staff.

"The recruitment representatives are so busy with students that we needed someone full time to develop corporate relationships," said Marlene Lauwasser, marketing vice president in CBM.

The specialists are responsible for generating interest in Stritch programs at the corporate level. This includes developing in-house education programs, such as those Stritch has at American Family Insurance in Madison and the Marshfield Clinic, or simply making businesses aware of what Stritch has to offer their employees.

"I'm trying to build on that and develop new programs," said Susan Slonac, corporate education specialist in Milwaukee. "We meet with education contacts at companies, and we are part of a consortium that hosts educational fairs at various companies."

COLLEGE of Education

Retooled program offers certification, master's degree

The College of Education will introduce a revamped program this fall for adult students who want a second career in teaching and need training and certification before they can take command of their own classrooms. The program is aimed at individuals with a bachelor's degree and experience in another field but limited background or credentials in education.

The master of arts in teaching (MAT) will allow these professionals to obtain the necessary post-baccalaureate certification and a master's degree within five semesters. In the past, a similar Stritch program included undergraduate and graduate courses and resulted only in certification. With the new program, students will take only graduate-level courses, resulting in certification and the master's.

"The change was made to meet market needs," said Kim Wood, advisor for post-baccalaureate certification at Stritch. "Right now there is a demand for teachers, and it's expected to continue and probably increase. And there are a lot of people out there right now looking to switch careers, people who at one time thought they might want to be teachers and never pursued it, people who are being downsized or who retired early and are looking at teaching as a second career."

While not classified as a traditional accelerated program, "we've compacted courses, condensed courses, integrated courses," said Dr. Rachel Boechler, chair of the initial certification department. "So they will get through in an accelerated fashion but have in-depth instruction long-term throughout the program."

Classes will be offered over a traditional 16-week semester. Certification can be achieved in three semesters, after which students can begin teaching. During the first year of teaching, they will continue to take classes needed to complete the master's degree. In that year, they will be mentored and have the opportunity to conduct on-site research.

"They actually will be doing research in their own classrooms, which is very supportive of a new state requirement to help teachers learn how to assess student learning and provide examples of student learning through class-

room experiences. So it's perfect," Boechler said.

Throughout the program, students also will develop their professional portfolios in four evolutionary stages, which will result in a final product that can be used throughout their careers. Portfolios, which include sample lesson plans and materials tested and used in the field, are used not only for job interviews but also when teachers apply for licensing and certifications and as they continue their education.

"Stritch has been on the cutting edge of the whole portfolio system since the early 1990s," Wood said. "We had one of the first programs to put it in the curriculum and develop it. And it's gotten better and better."

The MAT will be offered full time and part time, evenings and weekdays. When the first three groups begin in August, all classes will be based on the Milwaukee campus. Stritch plans to expand to other sites as the program grows.

"Our goal is to develop lifelong teaching professionals with a quality program, building on the reputation Stritch has in the field, which is outstanding," Wood said.

"And that's a reputation we want to maintain, while we are making the program essentially more accessible because it's more efficient," Boechler added.

College news

♦ A book by Dr. JoAnne Caldwell, associate dean in the College of Education, recently was published by Guilford Press. "Reading Assessment: A Primer for Teachers



and Tutors," could be used as a classroom text or as a professional development text for teachers to read on their own. The focus is on how to assess reading development in the classroom and how to tie assessment to instruction.

♦ Feb. 1 was "Cardinal Stritch University Day," as proclaimed by the Office of the Mayor of Milwaukee. The proclamation applauded the efforts of the College of Education in addressing the critical needs of the education field, the Milwaukee Public Schools, the inner city, and the larger community.

♦ This spring, Stritch introduced a new accelerated master of science in education

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One on One

Mentoring program brings education in focus for middle-school girls

By Sara Woelfel

Every Wednesday around 2 p.m., Cindy Marino looks at the pile of work on her desk and wonders how she can possibly leave the office at 3:30 p.m. to get to her mentorship program later that afternoon. The pressures of deadlines, phone calls and things to be done often make her wonder if she really has the time to commit to the once-a-week program.

"And then I go. Later, on the way home, at about 5:30 or quarter to 6, I think to myself, 'This is the most important thing I've done all week,'" Marino said.

Marino, the executive director of Outreach at Stritch, participates with co-workers Mary Beuscher and Jenny Molchany in the YMCA's One on One Program, which pairs middle school students with mentors at 17 Milwaukee-area sites.

Marino, Beuscher and Molchany are matched with girls from Notre Dame Middle School, a private, Catholic school for Hispanic girls. For an hour and a half each week, the women



Cindy Marino, executive director of Outreach, works with eighth grader Sonia Barron.

engage in group and individual activities with the girls, helping them with homework, getting to know them, and talking about various topics of interest.

The experience has been a meaningful one for Marino, who is committed to helping urban kids understand and meet their potential while making them aware of their educational opportunities. Being a mentor to a Hispanic girl was what attracted her most to the program.

"All the data indicate that the most at-risk minority is Hispanic females, as far as finishing high school and going on to college," Marino said. "In the Latino culture, the traditional expectation for females often emphasizes family as their primary focus and responsibility."

During her afternoons with eighth-grader Sonia Barron, Marino quietly talks with her about family issues, her schoolwork, her goals, and her future options. Sometimes the conversation is serious and difficult, sometimes they laugh and joke.

"You could go on to a Catholic high school and then on to Cardinal Stritch University, which is Catholic, too," a smiling Marino told Barron at one of their March meetings. "Then

you could see me every day. If you live on campus, I could even check in on you every night."

All joking aside, Marino thinks gentle encouragement is all kids need to open their eyes to the opportunities of higher education.

"I try to get them to think more about the system, the choices," she said. "Just letting them know that no matter where they go, there are lots of opportunities. When they start high school, they should be thinking about college. I want them to think about the future."

While Sonia is not sure where she will be for high school next year or whether she will head to college someday, she does have ideas about the future. One of her goals is to build another meaningful mentoring relationship, this time as the mentor.

"Mentoring is all about helping someone," she said. "I want to be a mentor for my sister."

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program, which is designed for educators who want to remain classroom teachers while developing leadership skills and pursuing master-teacher status. Master teachers are licensed for 10 years. The program emphasizes teaching strategies and leadership skills based on the 2004 DPI requirements for re-licensure and National Board Certification Standards. Graduates will earn a master's degree and certificates in mentoring and staff development. The two-year program is offered in West Bend and Fond du Lac and will be offered in Milwaukee this fall.

❖ A new accelerated reading program in literacy: leadership and instruction is being offered in Madison, Brown Deer and Appleton. It allows teachers to earn certification as a 316 reading teacher (K-12) and a 317 reading learning specialist (K-12). Teachers use their own classrooms to conduct research.

❖ The college recently introduced a new mentorship certification program. In 2004, DPI will mandate that all schools provide first-year teachers with a mentor. The program helps formalize mentor training to ensure that first-year teachers receive the support, guidance and outlets they need to continue in the profession.

Student wins presidential teaching honor



Linda Roberts

The e-mail arrived on Friday, March 15, while Linda Roberts was in Washington, D.C., for a wedding. It informed her President George Bush had selected her as a recipient of the 2001 Presidential Awards for Excellence in Mathematics and Science Teaching, an honor bestowed upon 216 teachers nationwide — just four in Wisconsin.

The awards, administered by the National Science Foundation for the White House, recognize outstanding teachers who are models for their colleagues, serve as leaders in their field, and demonstrate outstanding abilities.

While the e-mail was startling enough, the bigger surprise for

Roberts, a student in Stritch's master's program in professional development, was that she was expected to attend a five-day recognition and educational event in Washington beginning just four days later.

Roberts, who teaches elementary science in kindergarten through sixth grade at Armitage Academy in Kenosha, returned home to Wisconsin Sunday night, made quick arrangements for travel and for a substitute teacher, shopped for formal wear, and whisked back to Washington with her husband for an unforgettable week.

"I was walking around with other teachers, and we were all saying, 'Wow, I can't believe I'm here,'" Roberts said. "We were all so surprised we won. But I was glad I did. I got to meet lots of interesting people."

Roberts attended an award ceremony at the Kennedy Center, where she and the other recipients each accepted a \$7,500 grant on behalf of their schools and a certificate of formal recognition from the president. The rest of the event included a dinner at the State Department, a photo session with Vice President Dick Cheney at the White House, breakfast with members of Congress, attendance at a science subcommittee hearing, discussions about the latest issues in math and science teaching, and sightseeing.

Last year, Roberts was named a state finalist for the presidential award and received the Wisconsin Elementary Science Teachers distinguished teaching award. She said her interactive "science is a verb" approach is the key to her success with her students. Her philosophy, written in the words of the National Science Education Standards, is that "learning science is something students do, not something that is done to them." Roberts cites studies that reveal that students typically retain only 10% of what they read and 90% of what they do. That's why her students won't even crack their first textbook until they reach sixth grade.

Yet, Roberts believes her hands-on science lessons are only part of the reason she has received so much recognition.

"I also think a big part of it was my involvement in the community."

Roberts presents science workshops for the local Girl Scouts and public museum, helped start a science academy for kids at UW-Parkside, serves as co-director and teacher for both the science academy and Armitage summer school classes, teaches other teachers in a science program at UW-Parkside, and serves on a few educational committees.

Before becoming a teacher, Roberts worked as a bacteriologist, serving as an investigator for the Food and Drug Administration. She began teaching at age 40 and has been a science teacher for 14 years. She is doing her Stritch master's program at a site in Somers, Wis., and expects to graduate in fall.

COLLEGE of Nursing

26 students to start this summer in new partnership with Aurora

Twenty-six students will start this July in Stritch's new partnership with Aurora Health Care. The partnership will allow certified nursing assistants who work for Aurora to get an associate of science degree in nursing in three years.

The cohort group comes from about five metropolitan Milwaukee hospitals that are a part of the Aurora system. It includes individuals ranging in age from 20 to 50 and is primarily women, with two men. Several of the students are single parents with children.

Under the partnership, classes will be held once a week for a full day. That day will be a paid workday funded by Aurora. The majority of coursework will be held at Stritch; some nursing courses and all clinicals will be done at various Aurora facilities.

Dr. Nancy Cervenansky, dean of the College of Nursing, said a full-time faculty person will be added at Stritch, as the Aurora Partnership coordinator. "This person will be somewhat of an anchor, doing teaching, program management and a lot of mentoring."

After completing the 72-credit program, in May 2005, students will be qualified to take the state examination required to become a licensed registered nurse.

Interest growing in LPN to ADN

A new Stritch program, the LPN to ADN, started in the fall with a cohort of seven students. LPNs who want to become registered nurses can attend for three semesters and earn an associate's degree.

Completion of the program will allow the nurses to move into more professional versus technical roles, earn more money, have more autonomy and a wider range of job opportunities.

The students come from a wide variety of backgrounds and range in experience from a year on up, said Lori Stutte, an assistant professor in the College of Nursing. She said interest in the program is growing, and the college plans to start another cohort this fall.

"We're building on their experience as LPNs," she said. "All of these initiatives, although small, will help to alleviate the nursing shortage."

Athletics

Hoop dreams:

Basketball in the forefront

It was a stellar year for basketball at Stritch.

The women's basketball team qualified for the NAIA Division II National Tournament in Sioux City, Iowa, and soundly defeated the University of Maine-Farmington, 63-49, in the first round.

Senior Jessica Scheper led the team with 20 points and broke a tournament record with 21 rebounds. Seniors Vanessa Sowinski and Nicole Majinski added 13 and 10 points, respectively.

In the second round, Stritch was defeated 83-61, by Northwestern College of Iowa, last year's national champion. The tournament was the women's fourth appearance in the past six years, and they finished the season with a 29-3 record.

"It was a great year for the women," said Rich Panella, head coach.

"Qualifying for the national tournament and an undefeated conference record really show how much heart and dedication they put into this season."

In addition to the women's achievements, Denny Fox, men's head coach and athletic director, reached a career milestone. Fox, who has been at the Stritch helm for 11 of his 21 years coaching at the collegiate level, secured his 400th career victory with an 85-62 win over Trinity International University.

He vividly remembers his first collegiate victory, during his first year as head coach at Otero State College in LaJunta, Colo. Boggled down and 0-5 at Christmas break, Fox was running out of ideas and unsure of his ability.

"I went home for Christmas break. I sat down with my dad and told him, 'I'm in over my head, these coaches know more than I do, and with their experience and knowledge, I just can't compete.' My father looked me in the eye and said, 'Don't change a thing; you just keep coaching and I'll keep praying and everything will work out all right.'"

"In our first game back, we won over Northeastern Colorado, one of the top teams in the region.

"It speaks to longevity," Fox said about the 400 wins. "Anyone who sticks around long enough will get it. It says a lot about hanging around and sticking with it. And this effort automatically leads to an appreciation of my family and my wife, who have put up with a lot through the years."



The women's basketball team capped off their 2001-2002 season by competing in the National Tournament in Sioux City, Iowa, March 6-12.



Coach Denny Fox is surrounded by his team following his 400th career win in 21 years of coaching at the collegiate level.

Restorative

Moving from punishment to healing

By Linda Steiner

Imagine you see a woman on a street corner weeping, her torn purse on the ground and two small children wailing beside her. You see a hooded man sprinting away.

What would you do? Attend to the woman and her children or try to apprehend the man?

It's human nature to want to help the victim first. And most people given this scenario respond that way.

But that's not the way the criminal justice system works. There, the focus is on the offender, with the majority of resources devoted to court proceedings, jail, probation, parole, etc. The Community Conferencing Program within the Milwaukee County Office of the District Attorney believes that, for a number of reasons, the thought behind the above scenario is a better way to go.

Community Conferencing is one example of the larger concept of restorative justice, which operates in several different forms in about 300 programs around the nation and in Canada. The main idea behind all of them is to bring together victims, offenders and community members to tackle crime – and healing – from another angle.

Carolyn Espinoza



The goals include giving closure to victims by allowing them to face the offenders, explain how crime has affected them and to have some say in what ultimately happens as a result of the crime. Community conferencing also allows offenders to own up to their crimes in a very personal way, to realize the impact their wrongdoing has had on their victims and, because community members are added to the mix, on society at large.

"The criminal justice system asks what law was violated, by whom and how do we punish the offender?" said Erin Katzfey, program manager of Milwaukee's Community Conferencing Program. "Restorative justice asks, what harm was done, how can it be repaired, who's responsible for the repair, and what needs to be done to accomplish the repair?"

Three members of the Stritch community, history professor Sister Justine Peter, OSF, Ph.D., and students Carolyn Espinoza and Margaret Germanotta are involved in Milwaukee's program. The two students have done internships and all three have acted as co-facilitators in community conferences. They all believe the program is an excellent example of how Stritch's Franciscan values of compassion, peacemaking and creating a caring community can be carried out in very practical ways.

"I liked the concept," Espinoza, 53, a senior majoring in political science, English and writing, said in explaining why she got involved. "A person who commits a crime has the opportunity to repair the harm they did to the community and also to receive another chance to be a responsible member of society. That just appealed to me."

It's all about accountability, Katzfey said. Rather than focusing on blame and guilt, restorative justice involves problem-solving, obligations for the future and repairing.

"The emphasis is on dialog and communication, rather than on inflicting some kind of pain on the offender," she said. "The goal is to provide an opportunity for both the victim and offender to move forward, and the community helps facilitate the process."

How does it work? Cases that might be suitable for community conferencing are referred by prosecutors, defense lawyers, judges, victims-witness advocates, law enforcement personnel, probation officers, the Public Defender's Office, and even some victims.

A referral generates a review by David M. Lerman, the assistant district attorney who heads the program, to determine if it is appropriate. Lerman is one of two prosecutors in Wisconsin who do restorative justice full time. The other is in Outagamie County.

Both victim and offender must agree to the process, which is used in Milwaukee only with non-violent, non-drug-related crimes, mostly misdemeanors. Offenders must accept responsibility for the act and display some degree of remorse. Lerman also looks at their prior record and their attitude about meeting with the victim.

Because of the above requirements, many referrals turn out to be inappropriate for the program. Since May of 2000, when Milwaukee started the Community Conferencing Program, Lerman has had about 230 referrals, resulting in about 70 conferences. Those that have gone through the conferencing process have had mostly positive results, he said.

"Studies from around the country have shown that victims are very satisfied and would recommend the process to other victims," he said. "Recidivism also goes down, and, when we look at cases where people re-offend, the crimes are less likely to be more severe."

As it is carried out in Milwaukee, community conferencing may occur after an arrest but before the offender is formally charged with a crime. Successful completion of the process may result in lesser or no charges. Sometimes cases already have resulted in charges against the offender, and a lesser sentence or no sentence at all may result. Other times an offender may simply have the opportunity to argue before a judge that his or her participation in the conferencing process merits consideration in sentencing.

Parties in a successful community conference produce a written agreement, which is forwarded to the legal system. What ultimately happens is up to a judge or the prosecutor's office, but the system usually responds favorably to offenders who own up to their crimes and take steps to make amends with their victims and society, Katzfey said. If an agreement is not completed, however, it will be a factor in charging or sentencing, she said.

Lerman said there are several advantages to community conferencing. In terms of time, this process usually occurs much closer to the

Justice

crime than if a case goes through the traditional legal system. Victims' concerns are addressed in more detail as well as more quickly. Offenders may get the tangible benefits of a lesser recommendation from the prosecutor, a lesser sentence from a judge, or dismissal. And the process helps clear cases from the regular judicial system, saving it time and money.

One way cost savings are realized is through the use of lay people as facilitators and co-facilitators. In terms of duties, the facilitator's key roles are to bring all the parties together in an agreed-upon location, select community members to participate, and keep the conference on track as it proceeds. In advance of the conferences, the facilitator also must hold separate pre-conference meetings with the victim and the offender to briefly go over the facts of the case, its impacts, potential ideas for actions on repairing the harm, and general ground rules for the conference (courteous behavior, no swearing, whether family members will attend, etc.)

The co-facilitator helps guide the conference as it proceeds and writes up the written agreement. Community members, who as much as possible should reflect characteristics of the parties involved, including race, gender, age, etc., ask questions and give suggestions as to what to do to repair the wrong. The District Attorney's Office monitors compliance with the agreement.

"The facilitator provides guidance to the parties, but it is the parties – victim, offender and community representatives – who really do the work in reaching an agreement," Lerman said.

Training for facilitators and co-facilitators includes two eight-hour sessions. Facilitators must also act as a co-facilitator or community member in at least two conferences before leading one. Periodic meetings also are held for facilitators and co-facilitators to share successes and concerns and exchange information, Lerman said.

"Listening, being non-judgmental, being able to sit back and observe and guide are not necessarily easy things, and those are key facilitators' skills," he said.

But when it works, it appears to be of great benefit to everyone involved.

At a recent community conference at which Carolyn Espinoza was the co-facilitator, the victim was a large discount store chain,

represented by a loss-prevention manager. The offender, a former clerk, had taken a cell phone and a phone card with a total worth of about \$325.

Jack, not his real name, was very open about his theft and admitted there was no reason for it. He didn't need the phone. He already had one. He did it because, in essence, everyone was doing it. "As an employee, you know the security system," he said. "I guess it was because it was kind of easy.

"I was just greedy," Jack said. "That's what makes it so hard. Now I'm in this predicament, and I took something I didn't even need!" he said, clearly disgusted with himself. He told how the arrest and the week he spent in jail had hurt his mother and other family members, who now avoided the store because of the embarrassment.

The store representative explained that, although this particular loss would not hurt the large chain greatly, the repetitiveness of such crimes posed a real threat to a given store's viability. Too much loss can mean a shutdown, which greatly harms many people, including the neighborhood in which it is located. The community members established how important having such a store was to their neighborhood, expressed concern about continued employee theft, and volunteered to get Jack involved in community service projects at their churches. They suggested Jack give the store representative details on how employees were pilfering.

That's when the store representative got personal.

"I was an inner-city kid, and I got in trouble when I was 18," he said. "My dad was a cop, and the arresting officer didn't process me. He said 'I'll give you a second chance if you give someone else a second chance.'

"This is my way of giving someone else a second chance And when you are in a position to change somebody's life, will you do that? That's all I want, because this cycle has to stop."

Jack looked the man straight in the eye and said: "You have my word. And I will help you with anything you need to know, cuz you're giving me a second chance to live. You are really helping me out. And I really, truly appreciate that."



Jack ended up agreeing to restitution and 20 hours of community service, and, at Espinoza's suggestion, writing a letter of reflection to include in the court file. Normally such a letter would go directly to the victim.

"This is an opportunity for you to see on paper, in your own words, how this impacted your life and what you would and would not do in the future," she told Jack.

In an interview after the conference, Espinoza explained why she likes this program so much. She has participated in five or six conferences and said she plans to continue with it regardless of what she does after graduation from Stritch.

"The bottom line is that the offender gets a chance to become a productive member of society by doing what they said they would do," she said. She noted how, in other conferences, deep-seated problems often were unearthed by the intense talking involved, problems that contributed to the crime but were not apparent on the surface. These are the kinds of things that would have little chance of being brought to the forefront in the normal criminal justice system, she said.

Margaret Germanotta





"It's about caring and being part of the peace-making process," she said. "So the concept of a second chance is awesome."

Simply throwing someone in jail just encloses them with people whose ideas and lifestyles they don't need to emulate, said Margaret Germanotta, 24, a junior political science major.

"And that doesn't restore any justice to the victim either," she said. "That's one thing our system is not geared to. This directly addresses the victim's needs. ... And the community members can offer a way out of where the offenders are headed."



Erin Katzfey

"I see so many people who would so benefit from this program," said Shannon Corallo, a lawyer with the Wisconsin State Public Defender's

office who represented Jack in his community conference. She said she was saddened by people in the criminal justice system who are unwilling to participate and simply conclude that an offender must be a "bad person."

"This shows compassion, and I just think it's wonderful," she said.

In instructions to facilitators, Lerman and Katzfey acknowledge that the program is "based upon principles that some people might consider to be contrary to the goals of the criminal justice system" and that "there are individuals who believe the conferencing process is not an appropriate use of criminal justice resources." Therefore, they implore facilitators and co-facilitators not to hesitate to ask questions, to seek help they may need from either of them, and to stress integrity, professionalism and courtesy.



David M. Lerman

"Enjoy yourself," they add. "We appreciate your continued commitment. But nobody benefits if you, as a volunteer, are not enjoying yourself or gaining satisfaction."

Sister Justine, who has been involved in the Community Conferencing Program for about two years, said her participation gives her immense satisfaction. She said she supports the program because, in most instances, she is simply not in favor of locking people up.

"People may say, 'Oh, you bleeding heart,' but I don't think it's an effective way of dealing with criminals or crime. Yes, there are those who are a threat to society and need to be removed. But when we see the recidivism rate, we know it's not working. So why do we keep incarcerating people as the most standard way to deal with criminals? I saw this as a way to get potential felons out of the system before they ever get into it."

She stressed that in community conferencing, the victim has to be "first and foremost."

"I've been impressed by the willingness of victims to be the forgivers – and sometimes when it was just not warranted!"

As with life in general, everything in community conferencing is not always rosy. And the attitudes of offenders with whom she has dealt have run the gamut, from very contrite to almost amoral.

"I did a road rage case," Sister Justine said, "and I felt neither party was sincere in admitting what happened. ... And I did a case where a teenager took her mother's car and crashed it, and, again, I felt there was no sincerity."

"But you take the risk. You're willing to do it for the sake of the ones who really will benefit from this."

She then told the tale of a neighbors' case in which a noise problem in a duplex escalated into a broken window, the police being called, potential violence, and great animosity between the adults involved.

Through the conference, it was discovered that the root of the problem was really with the teenagers who lived there.

"One of the community members had a teenager and was able to feed into this very authentically," Sister Justine said. After-school programs were arranged, one mother received parenting classes and job training, and the situation was successfully diffused.

"It really is about peacemaking," she said. "For most of the people involved, you can see the change in attitude. On the part of the victim it goes from maybe a real feisty anger to, during the course of discussion, seeing that anger dissolve or be ameliorated. And the offender often picks up from the victim a feeling of what they are going through. You can just see it, with body language, with gestures."



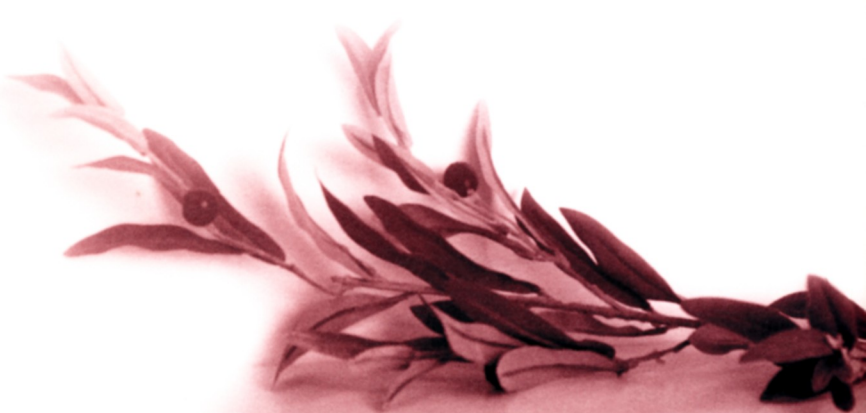
Sister Justine Peter, OSF

"If we come at this from a Franciscan standpoint," Sister Justine said, "we're looking at the power of forgiveness – of asking for forgiveness. Those are very powerful movements one wouldn't necessarily see coming out of the legal process."

"I'm very happy to be associated with this," she said. "Not necessarily because you come out of every conference happy. You may come out wondering, saddened, frustrated."

"But in the long run, you still have hope."

For more information on how to get involved in Milwaukee's Community Conferencing Program, contact David Lerman at (414) 278-4655 or Erin Katzfey at (414) 278-4632.



Dickson

Davis County, Utah, is where he grew up. Pakistan was his assignment for four years. He was stationed in Washington, D.C., for two years. And he has worked in Wisconsin for nearly 33 years. In retirement, he will head for Arizona. Yet for all the places he has lived and worked, the one place Dr. Dickson Smith feels truly at home is in the classroom.

So it's no surprise that once he retires from Stritch this summer, he plans to head for another university to continue teaching.

Smith has been dean of the College of Arts and Sciences since it was created in 1997, and he was chair of business and economics prior to that. He came to Stritch in 1979, when business was offered only as a minor and he was the only business professor. During his tenure, business became a major, economics was added, the two disciplines became the business/economics department, and, later, accounting and international business were added as majors. Smith chaired the department from 1979-'97 and also was elected by his peers to Faculty Council for three years, serving as chair of the council for two.

"He has just been such a wonderful fit at Stritch," said Dr. Marna Boyle, vice president for academic affairs. "It was certainly to our benefit to have him for so many years in so many different roles."

Smith's greatest honor at Stritch, he said, was being named in 1993 Educator of the Year, an award given to one professor a year by students.

"That was my proudest moment," Smith said, glancing at the award plaque in his office. "That was my highest point, definitely, because I've always considered myself primarily a teacher. Being in the classroom is tremendously satisfying."

Smith knew even as an undergraduate at the University of Utah that one day he wanted to become a college professor. His doctoral studies focused not only on international economics and the economics of development, but also on the Middle East and the Arabic language (he has a graduate certificate in area studies-Middle East), both of which were new programs at the university.

Right out of school, Smith put his knowledge to work for the Agency for International Development (AID), an arm of the U.S. State Department, at a site in Karachi, Pakistan. As the assistant program economist for the U.S. AID Mission to Pakistan, he worked closely with the AID to Pakistan Consortium, led by the World Bank, which financed collaborative projects such as port improvements, irrigation projects, and water treatment plants.

Returning to the U.S. four years later, he worked on the India Desk in the Near East/South Asia Bureau of USAID, for two years. Then Smith made his first trip to Wisconsin, for an interview with Marquette University. He got his first university teaching job there, and, during his eight years at Marquette, finished his doctoral dissertation for the University of Utah. Smith moved on to Lakeland College in Sheboygan, then joined Stritch.

When Smith first came to the University, the institution had been co-ed for less than a decade, and he remembers being one of only a handful of men on

campus. At that time, members of the Sisters of St. Francis of Assisi held many positions of authority. Although he is a Mormon, Smith said he always felt at home in this Franciscan Catholic University. The Sisters were primarily responsible for modeling the Franciscan values when he first started, he said. But as time has passed, the values have become institutionalized in curricula and are much more a part of the lives of the faculty and staff as well.

Smith

"I particularly like what's happening with the infusion of the Franciscan tradition into the curriculum," Smith said. "It continues the tradition reflected in the Sisters. ... It's a heritage you don't want to lose."

During his tenure, Smith also has seen new buildings and additions go up, the beginning and growth of the accelerated programs for working adults, the status of the institution change from college to university, and the addition of the first doctoral program, among many other things.

He is a regular at on-campus events, making a point to attend plays, poetry readings, musical performances, seminar presentations and other student events.

"When he leaves, it's going to be a sad day for me," Boyle said. "I have so enjoyed working with him, and I depended on him for so many things. ... It will be a great loss to me and the institution that he's retiring after so much dedicated service and commitment."

Yet for all his history and involvement at Stritch, Smith is ready to ride off on his beloved Harley into the Arizona sunset, along with his wife, Dr. Susan Sperry Smith, a faculty member in the College of Education who also is retiring this summer. In retirement, Smith not only plans to do more teaching — he is talking with a few different universities — but also to continue playing tennis and golf, go motorcycle touring and enjoy video and face-to-face visits with his two grandchildren in Brookfield, ages 1 and 5.

SUSAN Sperry

Dr. Susan Sperry Smith grew up at Stritch. First stepping foot on campus as an instructor in her 20s, Smith has changed a lot, learned a lot, taught a lot and contributed a lot to Cardinal Stritch University. In her 26 years at the school, Smith has seen Stritch evolve, and she has evolved along with it.

Hired in 1976 by Sister Joanne Marie Kliebhan, OSF, Smith brought with her a solid educational background, experience in urban education and a real passion for special education. Her study of special education and learning disabilities for her master's degree at Northeastern Illinois State University occurred at a time when few institutions offered such a specialty, so her education came from the nation's experts in the field.

"The field (of learning disabilities) ... was a pioneering field,

By Sara Woelfel

and the people from my university were leaders in the field and still, to this day, write some of the major books in it," Smith said. She later earned a Ph.D. in urban education from the University of Wisconsin-Milwaukee.

While pursuing her studies, Smith began her career as an educator, teaching children in regular and special education classrooms in Illinois, Indiana and Wisconsin. She also volunteered in Chicago's inner city as part of a multi-denominational service project sponsored by the Methodist Church. A newspaper ad eventually brought Smith to Stritch, where she fulfilled her lifelong goal of becoming a college professor.

Smith is proud of the work of Stritch's College of Education and especially of her own special education department. While many private universities do not offer programs in special education, Stritch's continues to thrive. Its strength, she said, is not only in its flexibility and accessibility to teachers of all educational backgrounds, but also in the legacy of the Sisters of St. Francis of Assisi, who were pioneers in the field of special education and put Stritch on the map with their research and commitment.

"It really is a mission," Smith said. "At the time (the Sisters) started this, there probably were a handful of places around the country where you could get training. ... We have good cooperation here between the (education and special education) disciplines. And that's something I'd really like to see continue."

In addition to her special education courses, Smith also has taught regular mathematics methods courses at Stritch. Her interest in math led her to one of her greatest professional achievements — writing a textbook titled "Early Childhood Mathematics," in 1997, then publishing a second edition in 2001. The book is sold all over the world and is on the approved reading list of the National Science Foundation and the American Association for the Advancement of Science.

"That was very satisfying. I enjoyed writing and rewriting it," Smith said. "I'll hopefully be rewriting it again in a year or two."

For Smith, her memorable moments at Stritch center on the friendships she's made, a few special students who keep in touch, her work with Thurston Woods Campus in Milwaukee Public Schools, and, of course, meeting Dr. Dickson Smith, a professor in the business/economics department, in the late 1970s. She and Dickson married a couple years later and are celebrating their 19th year together. He also


Smith

is retiring from Stritch this year and together they plan to move to the retirement village of Green Valley, Ariz., where she will volunteer, write, motorcycle, golf, explore the region, swim, take classes, and plan trips to Las Vegas to visit her daughter, Tracy, a '93 Stritch graduate.

While Smith is looking forward to her retirement, she has definite ideas about the future of Cardinal Stritch University. "I think the legacy of the Sisters is the key here. And I'm glad that people are paying more serious attention to spirituality. ... So I think if they maintain that sense of Christianity and Franciscanism, that's really the key to the future."



Smiths retiring after years of service



By Sara Woelfel

Amy Bruett has made presentations before high-level executives, taken business trips around the country and vigorously climbed the corporate ladder. She worked long hours to meet the high-pressure demands of superiors and clients. She had an office, an expense account, a closet full of business suits, and a bright future ahead of her in the business world. Yet, nothing she did prepared her for the rigors and unique demands of teaching.

"Let me tell you, I have worked harder teaching than I did at either of my two business jobs, far and away," Bruett said.

Bruett, '01, left the corporate world at age 26 to pursue a teaching career. She enrolled in Stritch's post-baccalaureate certification program and earned her degree in three years. Now 30, she's finishing up her first year at Whitefish Bay Middle School as a sixth-grade language and literature teacher. In the past nine months, she has learned along with her students.

Her tale is not uncommon. She is one of the 60 to 100 students Stritch graduates yearly who become first-year teachers. Some, like Bruett, have maturity and prior experience that helps them along the way. Others barely out of their teens rely more heavily on the exuberance of one facing that first job. What they all share is dedication to a calling that is difficult, important, and always more than a job.

"Successful teachers have to connect with kids in a way that encourages them not only to learn but also to achieve," said Dr. Anthea Bojar, dean of the College of Education. "And that's not easy. This is not 'just a job.' This really has to be a commitment that goes way beyond that."

Particularly in that first year, teaching requires a lot of adjustment — professionally and personally — as well as real effort, first-year teachers

say. Bruett's story — and that of others from Stritch — illustrates just what it is all about.

Bruett, who comes from a family of teachers, decided to switch to education because she felt unfulfilled in her business career. When she actually got into a classroom she realized just how different the demands on her life would be.

Her age and background give her a leg up. She is poised in front of the classroom, and she holds the attention of a room full of energetic pre-teens. She is not rattled by the never-ending tide of paper and homework that exchange hands in her classroom each hour nor is she slowed by unexpected events or student misconduct.

Yet, as effortless as the typical school day may seem, Bruett practically lives at school. She spends hours before and after class preparing for each lesson, studying books and concepts, writing quizzes and tests, creating homework, making adjustments to lessons to improve them for next year, grading papers, and trying to find ways to make grammar and literature exercises interesting to a wide spectrum of students.

Copies of lessons, units, tests and assignments from previous teachers fill two massive filing cabinets in her classroom, and she has to sift through them to grasp the material and organize it for her own use.

"Your first year of teaching is like sitting with this huge ball of twine in front of you and just trying to unravel it," she said.

"Your first year of teaching is like sitting with this huge ball of twine in front of you and just trying to unravel it."

— Amy Bruett

Unraveling it for her means rising about 5:30 a.m., arriving at work by 6:30 to 7 a.m. She is in constant motion and on her feet until she returns home, typically well after dinner. Once there, she often does more work. She's amused by the common perception that a teacher's job is really less than full time and that the day is done when the last bell rings.

"When it comes down to it, and you figure my salary on an hourly basis, I'm making like \$2 an hour," Bruett said, laughing. "I wonder sometimes, do I really need to spend all this time? But it's a choice I make."

Fellow first-year teacher Ann Wojdyla, '01, who teaches Spanish part time at Milwaukee's Pius IX High School, also has spent many late nights preparing for class after the day passed in a whirlwind. As a first-time parent, she processes her lessons and sorts her thoughts in any spare moment she gets.

"I do a lot of brainstorming in the car for lesson plans for new ideas," she said. "I have about a 20-minute drive from school to the place where I pick up my son, so I use that time to reflect on my teaching."

But the brain often does not shut off just because the day is done.

"The other night my husband said, 'What are you doing?'" Bruett said. "I was sleeping and I had my hand up in the air. I was writing. I said to him, 'I'm writing on the overhead.' He couldn't believe it. But I think about it all the time! I'm processing things all the time."



"You are always questioning yourself until you live through one year," said Jenny De La Pasqua, '94, the director of student teaching at Stritch and a graduate of the College of Education. "Did I do enough? Did I do it right? It's a one-year process when every day, every week is different. ... You are cautious because you want to do it right and want to make sure you prepare them for the next grade level. You're afraid."

Megan Elbe's fears center on getting her first graders sufficiently educationally grounded.

"This is when they are supposed to learn to read," said Elbe, '01, who teaches at Nathaniel Hawthorne Elementary in Milwaukee. "In the beginning, I kept thinking, 'Oh my gosh! I'm in charge of teaching these kids to read.'"

Andrew Wojdyla, '00, who is in his second year of teaching in the Horicon School District, knows full well what can happen if students are sent to the next grade not fully prepared. He teaches Spanish to middle and high school students, and he sees the progression of his students from year to year.

"Basically I was intent on getting through the books in my first year," said Wojdyla, who is Ann's husband. "I thought it was great, because I got them through it. But then I realized ... they don't really know some stuff, like the basic skills, spelling. We kind of skipped over them, because I didn't see the value in them. Now that I know where I want my students to go, I have a goal for them."



Ann Wojdyla, '01, is a Spanish teacher at Pius XI High School.

Bruett has students at disparate ends of the learning spectrum, from one who is at a high-school level to another with an I.Q. of 74. "The hardest thing is trying to meet the needs of all the kids," she said. "What troubles me most, day in and day out, is all the different levels of students. I try to be sensitive to their issues so they don't feel singled out."

While experience goes a long way in countering anxieties such as these, getting a handle on fear is much about attitude, said Dr. Suzanne Terry, a Stritch associate professor who has worked with hundreds of first-time teachers.

"I tell my students, 'You may be scared to death on the first day, but when you walk in there, be sure you act confident, like you are sure of yourself. Then you may even convince yourself that you are. Because those students can tell if you're unsure.'" It also helps, she and other teachers added, to establish a routine, to clarify and enforce rules fairly and regularly.

"So often people say, 'I want to be a teacher, I like kids,'" Bojar said. "Then I say, 'Do you like them in groups?' Teaching is often viewed

as deceptively simple. And it's very complex, because you're dealing with groups of kids every day. And the groups and the needs of children have increased over time.

"Quite frankly, the requirements to become a teacher are rather stringent," Bojar said. "You have to be among the best and brightest to pass state tests, and you have to pass content tests. You have to have a certain grade point, and it's higher than any of the other fields. And then you get in the field, and there's limitations on pay."

Possibly because of all the issues teachers face, many leave the profession early. National studies show that about 17% leave teaching after one year and up to 50% leave within the first seven. And in the next 10 years, nearly half of practicing educators will retire and, by 2005, half of all teachers will have been hired after 1995.

The difference between those who make it and those who leave is often the amount of support and preparation they have, Stritch administrators say.

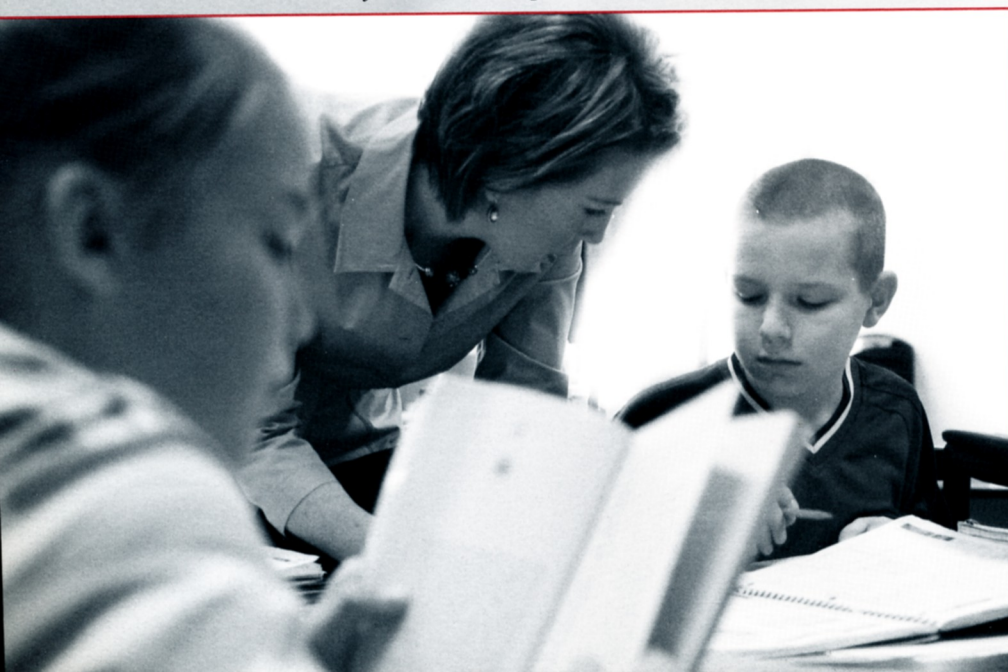
"New teachers need coaching and mentoring to be able to not only learn how to improve but also to overcome the fact that teaching is a lonely profession," Bojar said. "And through mentoring and coaching, (first-year teachers) can hear what they are doing well and what a difference they are making. And that can give them what it takes to stay in the field."

Bruett, Elbe and Wojdyla all have found professional and personal support from fellow teachers in their first year. They all also have family members or friends who teach, extending their support network outside of school.

"When I feel like a peon, or something really bad happens, she'll make me feel important," Wojdyla said of her mentor. "Then she'll tell me a story of something that she did. ... Her telling me stories like that inspires me and makes me realize things aren't that bad, that good can come out of the bad. Her humiliating stories make me feel not so humiliated."

In 2004, Wisconsin will mandate that all schools must have a mentorship program to support first-year teachers. In anticipation, and in response to the growing need for formal mentor training, Stritch introduced a mentorship certification program this spring. Stritch also works to maintain contact with its graduates, to offer support and solicit feedback on the courses and offerings at the University.

Amy Bruett, '01, helps Timothy Carlson with his reading assignment.



"We tell our students, 'We are here. Call us. What can we do for you?' " De La Pasqua said. "And we're constantly asking for feedback: 'What gave you the edge leaving Stritch? What did we not do that you feel we need to change in the program?' We're constantly revising our programs."

De La Pasqua can personally attest to how much the programs are revised and improved. When she graduated from Stritch eight years ago, the program was entirely different from what is offered today. And each year, past students make suggestions on what classes were useful, what practical skills needed more work, and which lessons gave them the most important tools for their own classrooms.

In addition to encouraging alumni to offer feedback and come to faculty for support, the University organizes occasional discussion groups for first-year teachers. The groups allow teachers to share their trials and triumphs and get support from their peers. The college also has plans to establish connections with graduates via e-mail and other online tools.

While providing support after graduation is important to retention, vigorous preparation is the vital first step to success, first-year teachers say. And Stritch graduates seem to feel the University is first rate in that regard.

"Anyone you ask in the field of education will tell you to go to Stritch," Bruett said.

Wojdyla agreed. After doing extensive research, she transferred to Stritch from another Milwaukee school when she decided to switch to an education major. Transferring meant giving up large scholarships and leaving a school where generations of her family had attended. "If anyone was going to fight transferring, it would have been me."

And what is it about Stritch that makes it so good? Wojdyla and Bruett credit the faculty and the well-designed curriculum. They valued the many opportunities they had to gain experience in the field throughout the program. Their first placement in a classroom was during sophomore year, and each year they became progressively more involved until they began student teaching. By then, the front of a classroom felt comfortable and natural.

Stritch works hard to give education students practical and valuable experience, to assist them in achieving that comfort level, faculty and administrators said.



Amy Bruett, '01, enjoys the challenges of her first year at Whitefish Bay Middle School as a sixth-grade language and literature teacher.

"It's gotten better because we keep refining it a little bit more," Terry said. "It's a lot of work. It would be a lot easier to stay on the University campus, flip up an overhead and say, 'Read chapter whatever. The test is on Friday.' Instead I'm saying, 'You really have to go out and do this with kids. And the true test will be, how did it really go? Did the kids really learn anything?'"

The curriculum requires regular reflection exercises to encourage students to examine the successes and failures of their lessons and revise them accordingly. Their practical experiences take place in a variety of settings, including urban and suburban and elementary, middle and high schools. Through it all, great care is taken by faculty to balance theory and practice and to model the methods they teach.

"You leave Stritch feeling confident you can do what you need to do," Bruett said. "I never thought I can't do this."

However, even with all they have done to prepare future educators, faculty and administrators acknowledge many lessons simply must be learned on the job. It's the nature of the profession.

Megan Elbe, '01, teaches first-grade at Nathaniel Hawthorne Elementary School.



"Because we're dealing with human nature, there always can be a complexity that comes up that requires you pull from your knowledge base and your skills, and you make some of those decisions on the spot," Bojar said. "For example, Sept. 11th. Who taught anyone in school that, if a day like that came, what do you do?"

"We give them as much hands-on experience as we can," De La Pasqua said. "I'm constantly telling them stories about my experience. ... But it's not real to them. They don't get it until they are out there in the trenches by themselves. Student teaching is a great experience, but it's only an appetizer."

Then there are the unexpected things, such as monetary expenditures. Bruett was met with empty drawers and bare shelves when she first entered her classroom. She ended up spending nearly \$1,000 on basic supplies and extras such as interesting and engaging bulletin board materials. Although her school reimbursed her for part of her total bill, like many first-year teachers who come to the profession with no supplies, she covered the rest herself.

Yet, for all the difficulties teachers encounter, the profession offers intangible benefits not often found in other fields, teachers and faculty say. Most teachers would not trade their positions for anything else.

"I do think if you do this job well, if you're really committed to it, it's one of the toughest jobs there is. It's also one of the most rewarding," Bojar said.

"I feel like the fun I've had is unlike any of my other jobs," Bruett said. "You have these light-bulb moments when the kids get something. And, again, being a first-year teacher, you think, 'I did it! I did it! They got it!'"

Determination, scholarship were keys to her success

By Sara Woelfel

Her doctors told her to find a desk job. But Eileen Helsper wanted to be a nurse. And that's exactly what she has done, despite suffering from Madelung's Disease, a condition that has caused her wrist bones to continue growing even after other bones have stopped.

Since grade school, she has tolerated numerous surgeries, bouts of physical therapy, and limited mobility in her wrists. There is no cure for the pain she endures except her will and determination. Madelung's has only strengthened her commitment not to be different or limited.

"It has forced me to try harder," Helsper said. "I wanted to be like everyone else. I didn't want to give up or get special treatment just because I was hurting all the time."

Trying harder led to high academic success for Helsper, who was valedictorian of her high school class, received high marks throughout her associate's and bachelor's degree courses at Cardinal Stritch University, is a member of the Delta Epsilon Sigma honor society, and is listed in "Who's Who Among Students in American Colleges and Universities."

She just finished her bachelor of science in nursing (BSN) program at Stritch, graduating this spring, and is working as a pediatric nurse at Milwaukee's Children's Hospital of Wisconsin. For all her doctors' warnings, Helsper does not hesitate to carry out her nursing duties like everyone else.

"They said I would never be able to lift heavy objects or perform duties that a nurse normally does," she said. "And I didn't believe that ... I did take on a job as a nurse, and I carry kids around all the time. That just shows my determination, I guess. If I think I can do something, then I will. And I know my limits."

The oldest of six children in a Catholic family, Helsper attended private Catholic schools and wanted to go to a private institution of higher education as well. When she learned about Stritch's nursing program, that's where she chose to go.

"(The program) is so well accredited, and I heard so many good things about it," Helsper said. And, surprisingly, scholarships and financial aid made it cheaper to attend Stritch than a public school.

During her years at Stritch, Helsper lived on campus and worked in the Admissions office. She was active with

Campus Ministry, was an orientation leader, and served as a Peer Educator. After completing her associate's degree, she enrolled in the accelerated BSN, but soon discovered that some of the scholarships that covered her first two years' tuition would no longer apply in an accelerated, non-traditional program. For Helsper, that was discouraging, but not insurmountable. She could not depend on her parents for help, so she investigated loans and grants. But she still carried a significant financial burden. In the end, she turned to her faith, a mainstay in her life, and prayed that things would work out.

"Just at that time, when it seemed like a crisis and I wondered if I could afford this or not, that's when Jedd Lapid (director of corporate and foundation relations) stopped by and dropped this present right in my lap," Helsper said, remembering the day she was notified of her \$2,000 scholarship from the Lumiere League, a philanthropic group of Catholic women in Milwaukee. "I truly didn't expect this. ... It almost broke my heart, because I felt so overwhelmed with gratitude."

Helsper was one of more than 150 Stritch students who received an award this year through endowed or annual scholarship funds. Nearly a half million dollars was awarded to students who qualified based on specific criteria determined by donors and Stritch's Scholarship Selection Committee. Criteria can include financial need, recommendations of campus departments, grade point average or other requirements. For Helsper, her Catholic background, financial need and recommendation from Campus Ministry identified her as the most qualified recipient of the \$2,000 annual scholarship from the Lumiere League.

The scholarship meant she could finish her program. And she still marvels at the timing.

"That's not to put any less importance on the other scholarships, but just to say the timing was impressive. That was definitely God answering prayers."

So although Helsper's sheer determination got her to Stritch, got her a job at Children's Hospital, and will be the key to her future, she acknowledges that the generosity of others – especially the women of the Lumiere League and all others who contributed to her scholarship funds – made her future as a nurse a reality.

\$100,000 donation funds scholarship in history

The University received a \$100,000 donation recently to establish an endowed scholarship in history. The donor, who wishes to remain anonymous, graduated from Stritch with a degree in history in the 1980s.

"The donor has fond memories of Stritch and really enjoyed history classes, especially with Sister Justine Peter," said Jedd Lapid, '96, director of corporate and foundation relations.

The first recipient of the new endowed scholarship, which is renewable, will start at Stritch this fall.

Scholarship recipients must be history majors with a 3.0 minimum grade point average and have demonstrated financial need.

"The ultimate intent of this scholarship is to help students who cannot otherwise afford a private education," Lapid said.

The new history scholarship is one of about 36 endowed scholarships at Stritch. Lapid said such scholarships are very important because of the direct help they can offer students. "And it's always so heartwarming to see the students and donors get together and to interact, to see real people in real situations where the direct results – and rewards – are so evident."

Sister Mary Lea Schneider, Stritch president, expressed gratitude to the donor. "We are truly blessed to have alumni such as this who realize the value of a Stritch education and then donate so generously so that others can also benefit. We are deeply grateful."

6 given alumni awards; Heritage Society adds 5

Six people were honored with alumni awards and five were inducted into the Franciscan Heritage Society at the Franciscan Heritage Dinner on April 25.

Nominations for the alumni awards are submitted throughout the year. The nominating committee of the Alumni Association's board of directors chose the winners.

The St. Francis Award recognizes care and compassion, peacemaking and hospitality. This year's honorees were Dickson K. Smith, Ph.D., dean of the College of Arts and Sciences, and Sister Jessine Reiss, OSF, curriculum assistant in the College of Business and Management. Smith, who is retiring this summer, has spent 23 years at Stritch as an educator and dean (*See story on page 13*). Reiss, who is celebrating her 50th year at Stritch, has served in a variety of roles, from director of publicity to associate professor of world literature.



Dr. Martyna Ryder Bellessis, Dr. Dickson Smith and Sister Jessine Reiss, OSF.

The Alumni Award for Professional Distinction honors individuals for personal and professional accomplishments and for bringing credit to oneself and to Stritch. It was given to Dr. Martyna Ryder Bellessis, '63. A retired elementary art teacher of 40 years, she has received numerous awards throughout her career for her innovative teaching methods and has published a series of art history activity books and study guides.

The Alumni Award for Community Service recognizes voluntary service and significant impact on the community, state, nation or church. This year's award was given to Dr. Ester Johnson, '86, '01; Dr. Carolyn Parker, '93, '01; and Dr. Betty Womack, '01, three graduates of Stritch's first doctoral class. The three facilitated a leadership-training institute and coordinated the Wing Works of Faith HIV/AIDS Ministry at the Progressive Baptist Church in Milwaukee.



Dr. Ester Johnson, Dr. Carolyn Parker and Dr. Betty Womack.

Cheri Frey-Hartel and Robert Hartel, Betty K. Heinig, Sandra A. McCabe, '66, and Barbara Chapman Palmer, '70, '76, were inducted into the Franciscan Heritage Society. The society recognizes individuals who have remembered Stritch in their estate plans or who have established endowed scholarships.

More alumni gatherings

President Sister Mary Lea Schneider took to the road again this winter and spring to visit Cardinal Stritch University alumni and friends in far-flung places.

In January, she traveled to Ft. Lauderdale, Tampa, Sarasota, and Naples, Fla. In March, she took part in a two-day visit to Arizona that included a dinner at the Camelback Inn in Scottsdale attended by more than 20 alumni. Also on the Arizona trip, alumni watched the Brewers beat the Colorado Rockies in a game played in the Maryvale Baseball Park, site of the Spring Training Camp in Phoenix.



Sister Mary Lea thanks Kate Groseclose for hosting a reception along with her husband, Dick, in their Naples, Fla., home.



In Scottsdale, Ariz., Sister Mary Lea is joined by Stritch friends Sandy and John McCullough, who is a former anchor for WTMJ-TV, Channel 4.



On the way to Naples, Sister Mary Lea, second from right, and Betty Heinig, vice president for University Advancement, third from left, visited former Stritch trustee Joe Flanagan, right, and his wife, Margi, second from left. Joining the Stritch contingent on the trip was Sister Mary Ellen Collins, OSF, also of Milwaukee.



After winning the sausage race, Mr. Bratwurst posed with the Stritch crew, including, from left, Honora Norton, '83; Sister Mary Lea Schneider; Alumni Director Ann Woolweber, '98; Betty Heinig, vice president for University Advancement; and Richard Timian, '85.



Baseball fans Jack McCann, '90, and his wife, Jane, follow the Brewers action play by play.

ALUMNI AWARDS

Nominations are accepted throughout the year.
Awards are presented each spring.

Alumni Award for Professional Distinction honors:

- ▶ Significant and broad accomplishments in one's professional life
- ▶ Distinguished personal achievements and service
- ▶ Bringing credit to oneself and to Cardinal Stritch University

Alumni Award for Community Service recognizes:

- ▶ Service performed outside the expected duties of one's professional employment
- ▶ Voluntary service to the community, state, nation, or church
- ▶ Significant impact on the community, state, nation, church

Alumni Award for Distinguished Service to Stritch

Employees of Cardinal Stritch University are not eligible for this award, which is for:

- ▶ Exceptional service to Cardinal Stritch University
- ▶ Exceptional service to the Alumni Association

The Saint Francis Award

Alumni status is not required for this award, which honors a past or present faculty or staff member who has personified the Franciscan values of:

- ▶ Caring and compassion
- ▶ Peacemaking
- ▶ Hospitality

The Nominating Committee reserves the right to place a nominee in consideration for any of the above award categories.

Please detach and return this form in the envelope provided in this magazine. Or you may fax (414) 410-4199 or e-mail (alumni@stritch.edu) your nomination.

Individual being nominated _____

Grad Year _____

- ☐ Alumni Award for Professional Distinction
- ☐ Alumni Award for Community Service
- ☐ Alumni Award for Distinguished Service to Stritch
- ☐ The Saint Francis Award

Please provide as much information as possible and feel free to attach supporting materials. Newspaper clippings, resumés, etc. are encouraged. _____

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UPDATE MY RECORDS

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Birthdate _____

Maiden Name _____

Spouse's Name _____

Names/Birth Years of Children _____

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Position _____

Spouse's Employer/Position _____

Graduate studies, volunteer activities, awards, etc. _____

Include my news in Stritch Magazine.

Feel free to send a photo or resumé. We will include as much information as possible in an upcoming issue.

I want to get involved.

Send me information on the following alumni programs:

- ☐ Membership on the Alumni Association Board of Directors
- ☐ Alumni chapter membership
- ☐ Reunions or special events
- ☐ Hosting an alumni reception
- ☐ Contributing to the University

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